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IDENTIFIERS Ditto Masters

ABSTRACT

For use with unit four of the bilingual social science program developed for second graders, these revised supplementary teaching materials and ditto packet are designed to help the teacher carry out learning activities which center on the concept of the child and his neighborhood. A teacher's guide corresponding to this unit gives the timetable for when these materials are to be used. The illustrations and worksheets, for activities described in kits 13-16, are intended to help in oral language and conceptual development. Some of the supplementary illustrations are to be cut out for manipulations with small groups and individuals, while the ditto packet contains visuals and worksheets, in Spanish, for use in groups and individually. The worksheets for individual pupils are to be presented under supervision rather than presented as independent tasks. (ES)

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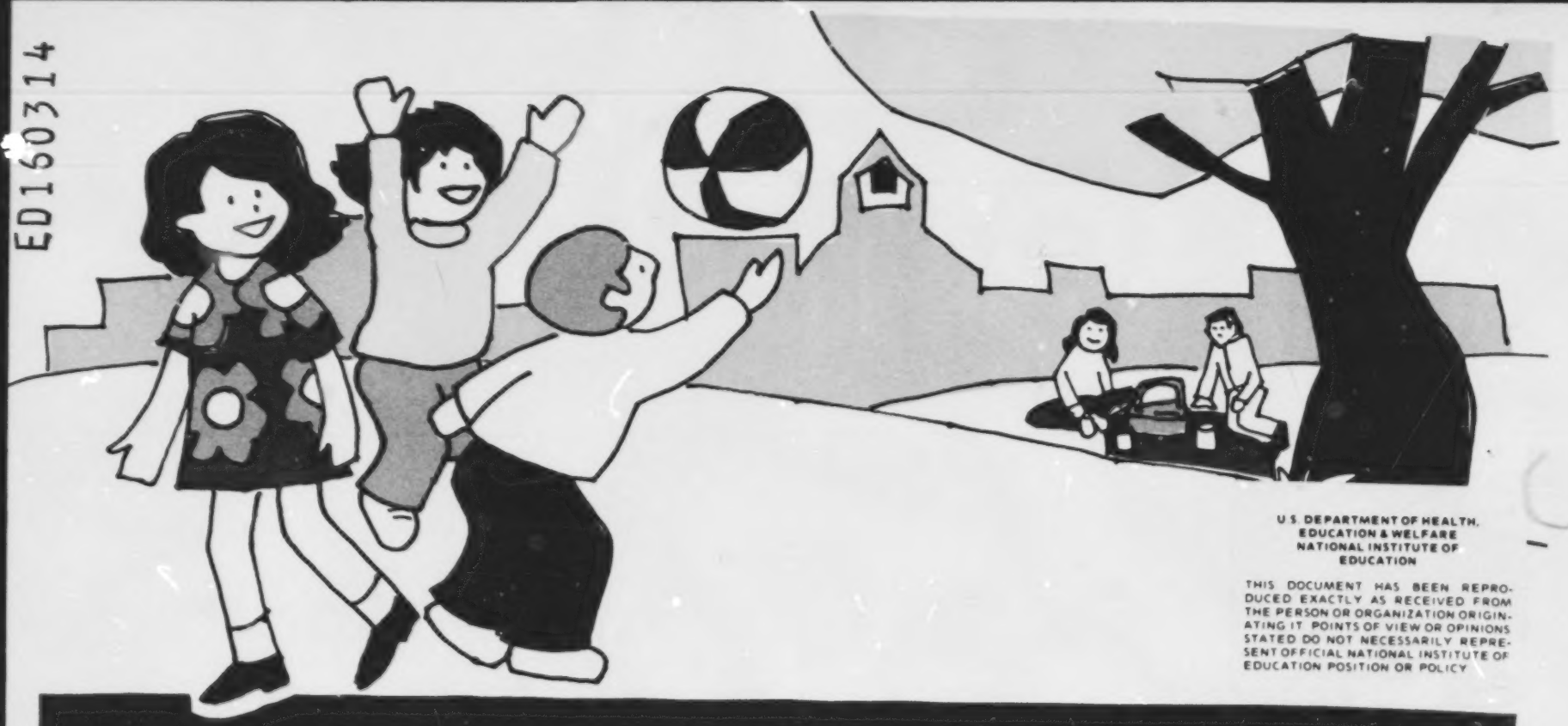

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CS201827

Unit 4 Kits 13-16

Social Science Strand

Supplements

DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION
6504 TRACOR LANE
AUSTIN, TEXAS

Spanish Curricula Development Center
MIAMI, FLORIDA

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Dissemination Center for Bilingual Bicultural Education
Education Service Center, Region XIII
6504 Tracor Lane, Austin, Texas 78721

Spanish Curricula Development Center
Dade County Public Schools
1420 Washington Ave., Miami Beach, Fla. 33139

PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción a nivel primario y representan un cumplimiento parcial de esa encomienda.

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Esperamos que las escuelas que usen este Suplemento revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

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Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Supplement incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban backgrounds, as well as children representing a wide range of other Spanish background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Supplement will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

Elsa Sánchez de la Vega
Production Editor, DCBBE

Marta Cil
Quality Control, SCDC

Juan D. Solís
Director, DCBBE

Ralph F. Robinett
Project Manager, SCDC

CONTENIDO

Prefacio iii

Introducción v

Kit 13 1

Kit 14 18

Kit 15 30

Kit 16 37

CONTENTS

Preface iii

Introduction. v

Kit 13. 1

Kit 14. 18

Kit 15. 30

Kit 16. 37

INTRODUCCIÓN

Este Suplemento revisado contiene materiales visuales diseñados para ayudar al maestro a desarrollar con éxito las actividades incluídas en las guías de los distintos hilos de instrucción.

Las ilustraciones se incluyen para ayudar a estimular el lenguaje oral y el desarrollo de conceptos. Algunas de ellas están diseñadas para ser recortadas y usadas en pequeños grupos o individualmente, y otras para ser usadas en su tamaño completo.

El material está presentado en su forma más sencilla y no ha sido diseñado para constituir en sí un programa de arte.

El maestro puede colorear las láminas y montarlas en cartulina para facilitar su uso, si así lo desea. También puede añadir otros materiales en la presentación de las actividades y animar a los alumnos a que contribuyan con ilustraciones de su propia creación.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli y la señora Elpa Soler.

INTRODUCTION

This revised Supplement contains visual aids designed to help the teacher successfully carry out the activities included in the guide of the corresponding instructional strand.

The illustrations are provided to help stimulate oral language and conceptual development. Some of them are designed to be cut out for manipulations with small groups and individuals, while others are full size to be left intact.

The material here presented is generally in its simple form; it has not been designed as an art program.

The teacher may, if he so desires, color the pictures and mount them on cardboard to facilitate their use. The teacher may also add other materials in the presentation of his activities and encourage pupils to contribute their own original illustrations.

Collaborating in the preparation of the illustrations were Adelfa Cantelli and Elpa Soler.

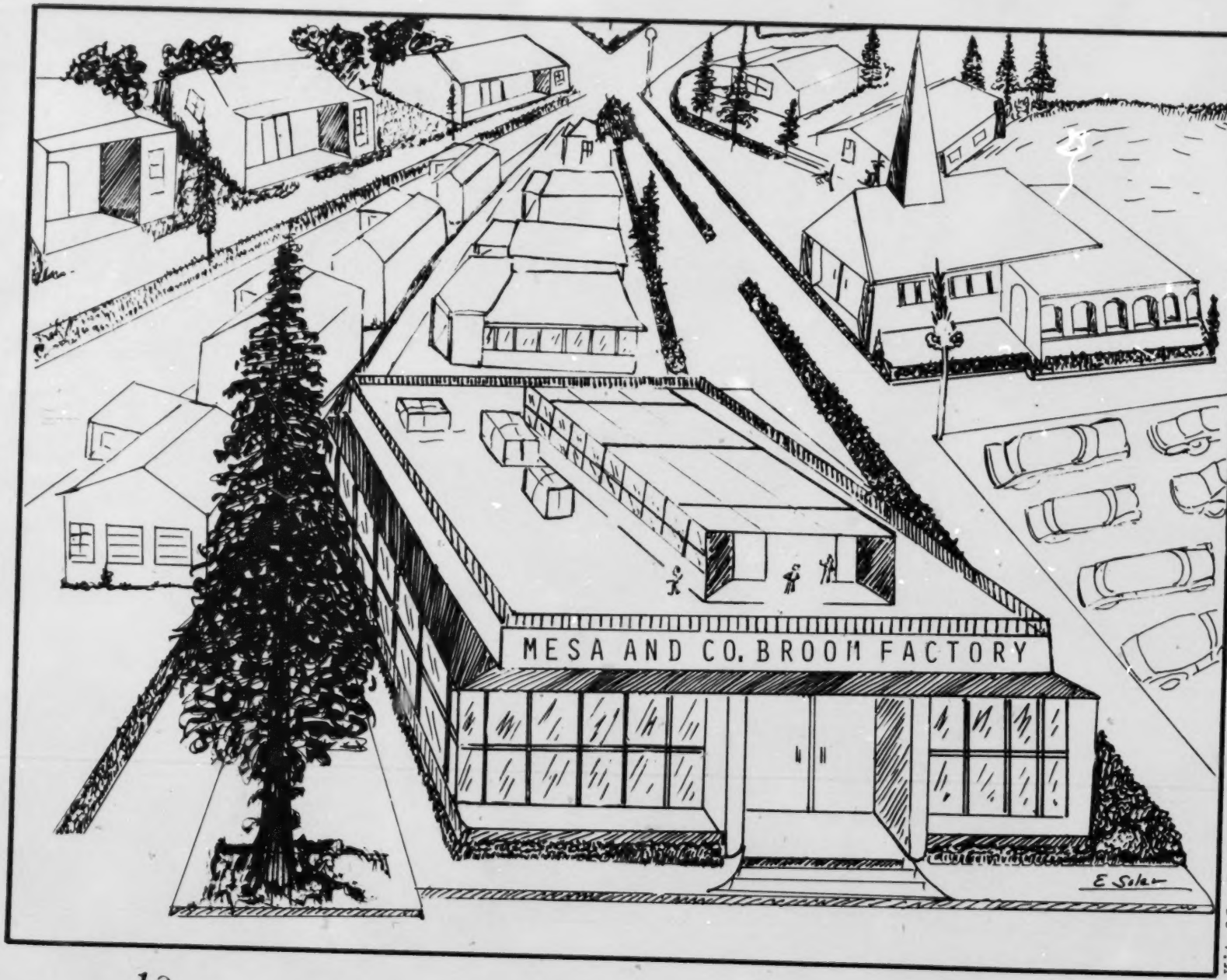
Carmen Otero
Chairman, Kit Manufacture

KIT 13

(Pages 1-17)

Para usar con Social Science Strand 2
Kit 13, Suplemento

DAIRY FARMS INC.
DAIRY
PEREZ SUPERMARKET
Bilingual help wanted
OPENING
E Solo



Para usar con Social Science Strand

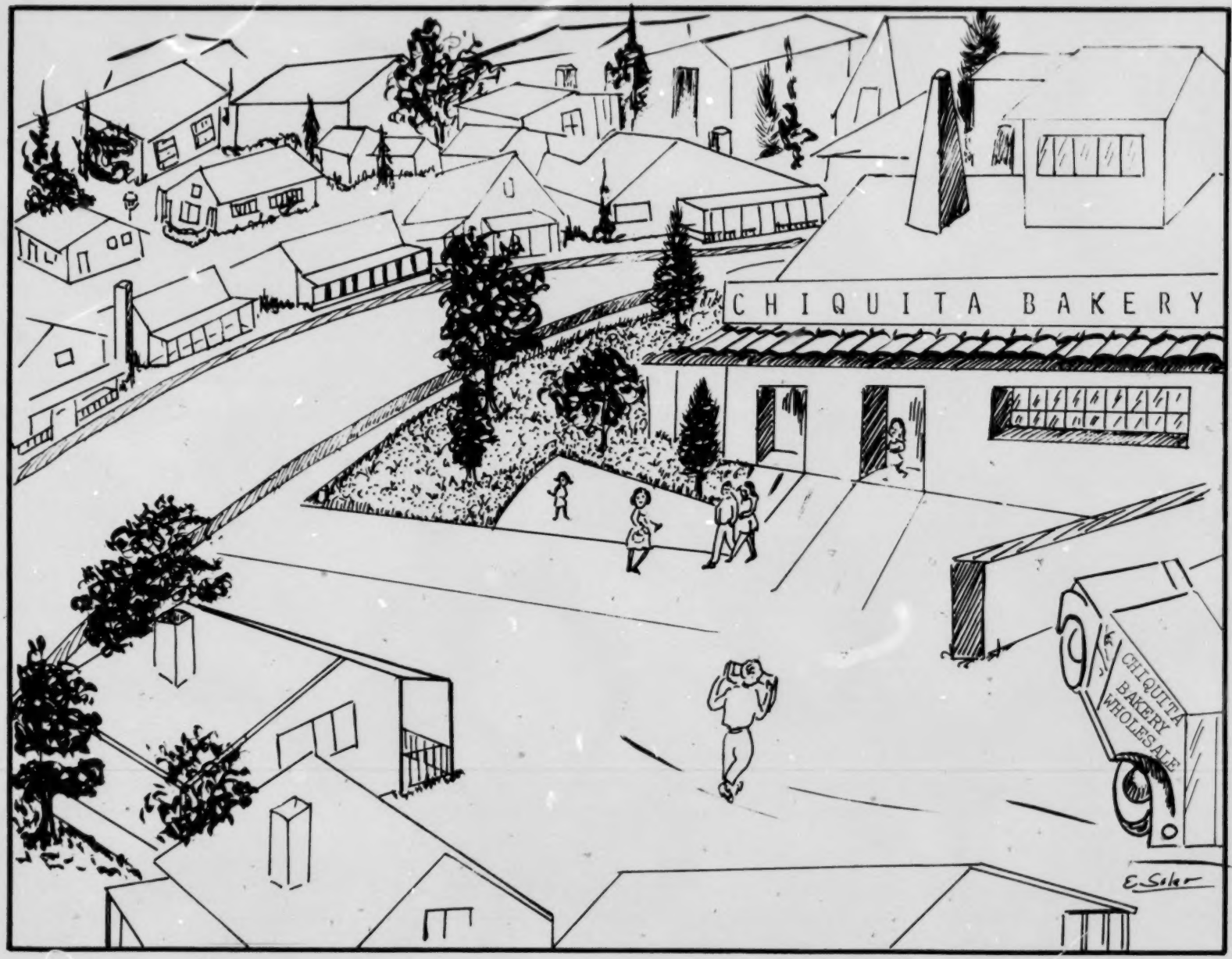
Kit 13, Suplemento

4

Kit 13, Suplemento

Para usar con Social Science Strand

5



Kit 13, Suplemento Para usar con Social Science Strand

6

23

24

Para usar con Social Science Strand

Kit 13, Suplemento

7

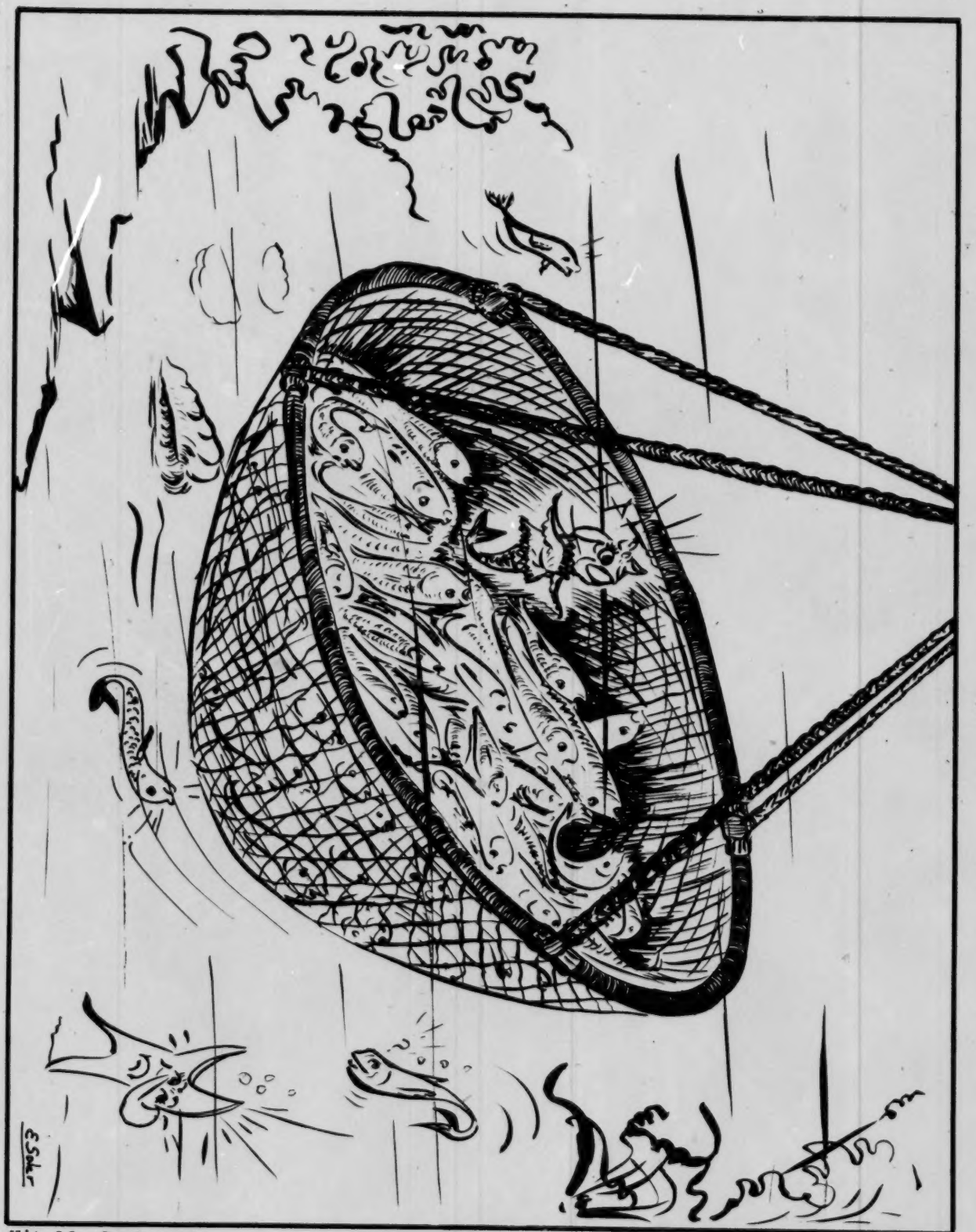
WONDER SHOE INC.
Wonder Shoes Soe factory
CLOSED
Join The Strike
CLOSED
WON
WONDER SHOE INC.
FACTORY

29

30

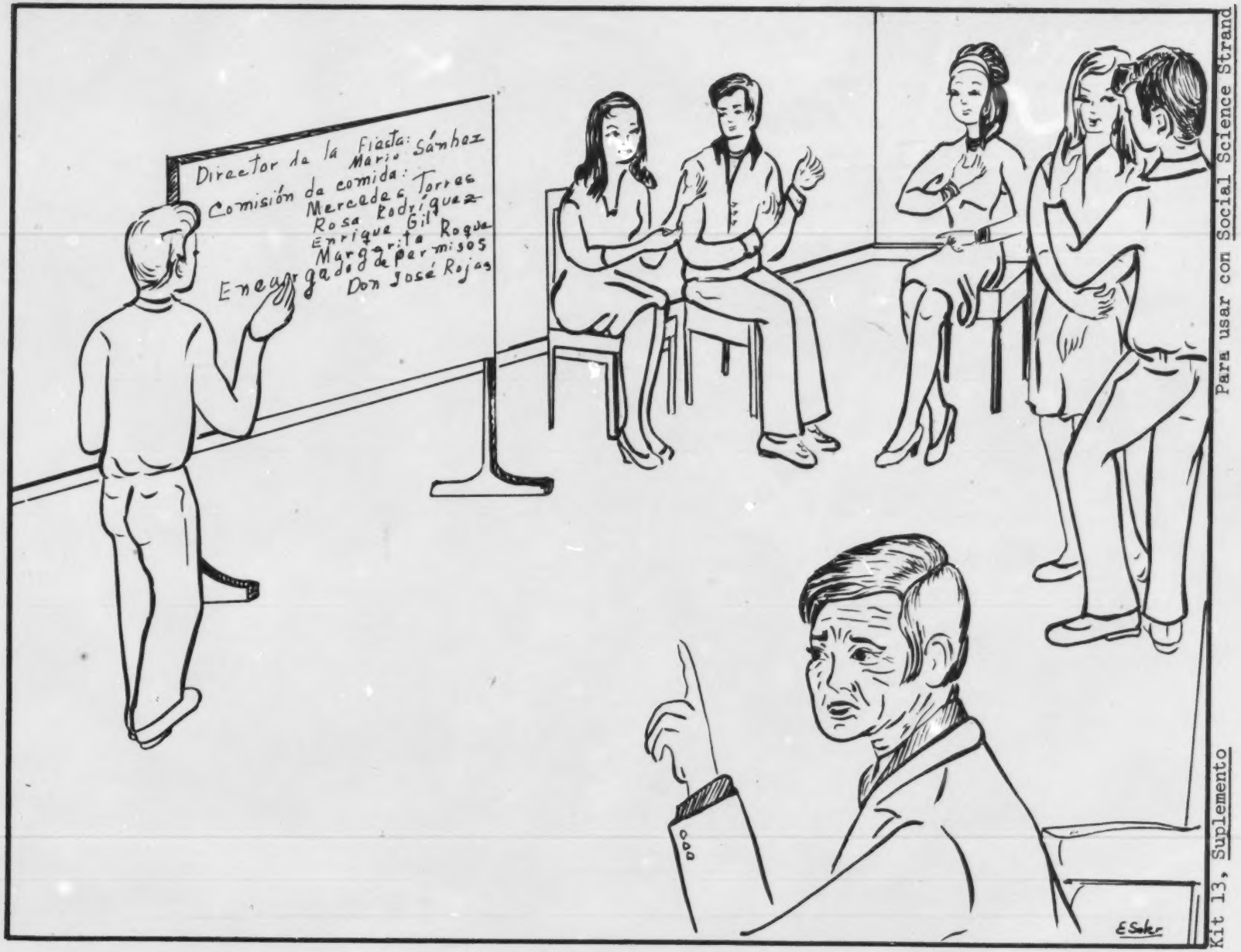
E Sahr

33



34

E Soler


Director de la fiesta: Mario Sánchez
Comisión de comida:
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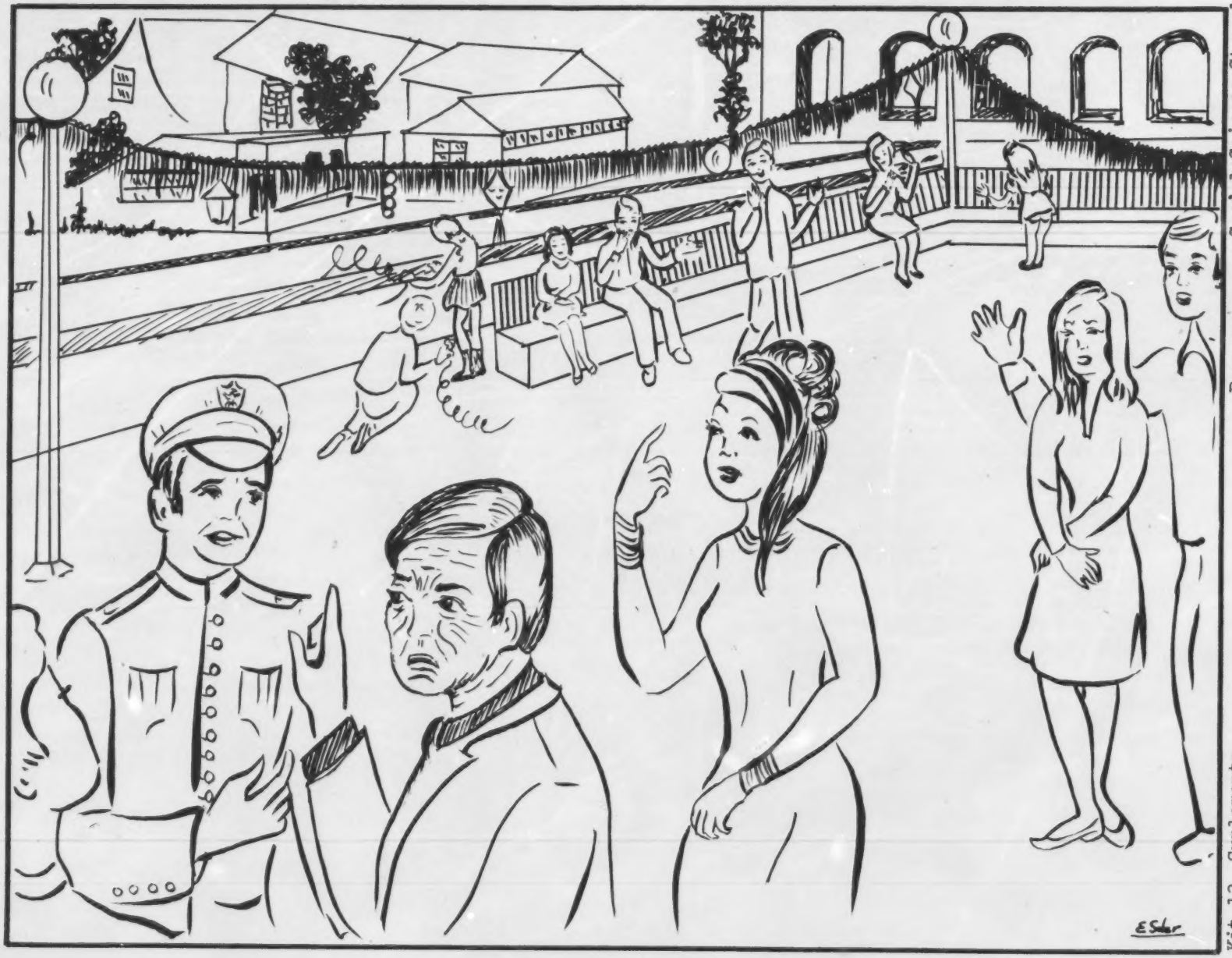
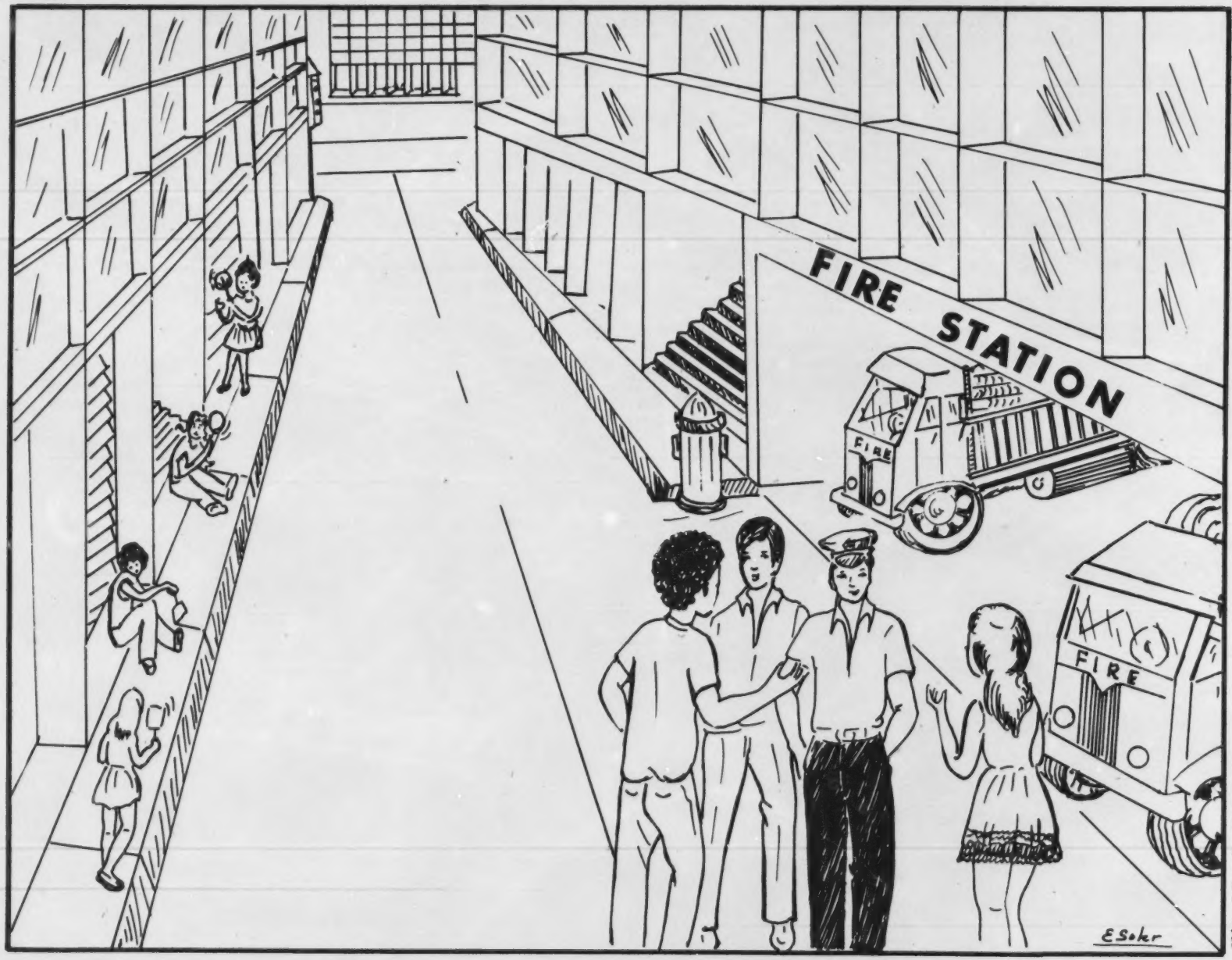
Rosa Rodríguez
Enrique Gil
Margarita Roque
Encargado de permisos
Don José Rojas
E Soler



41

42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FIRE
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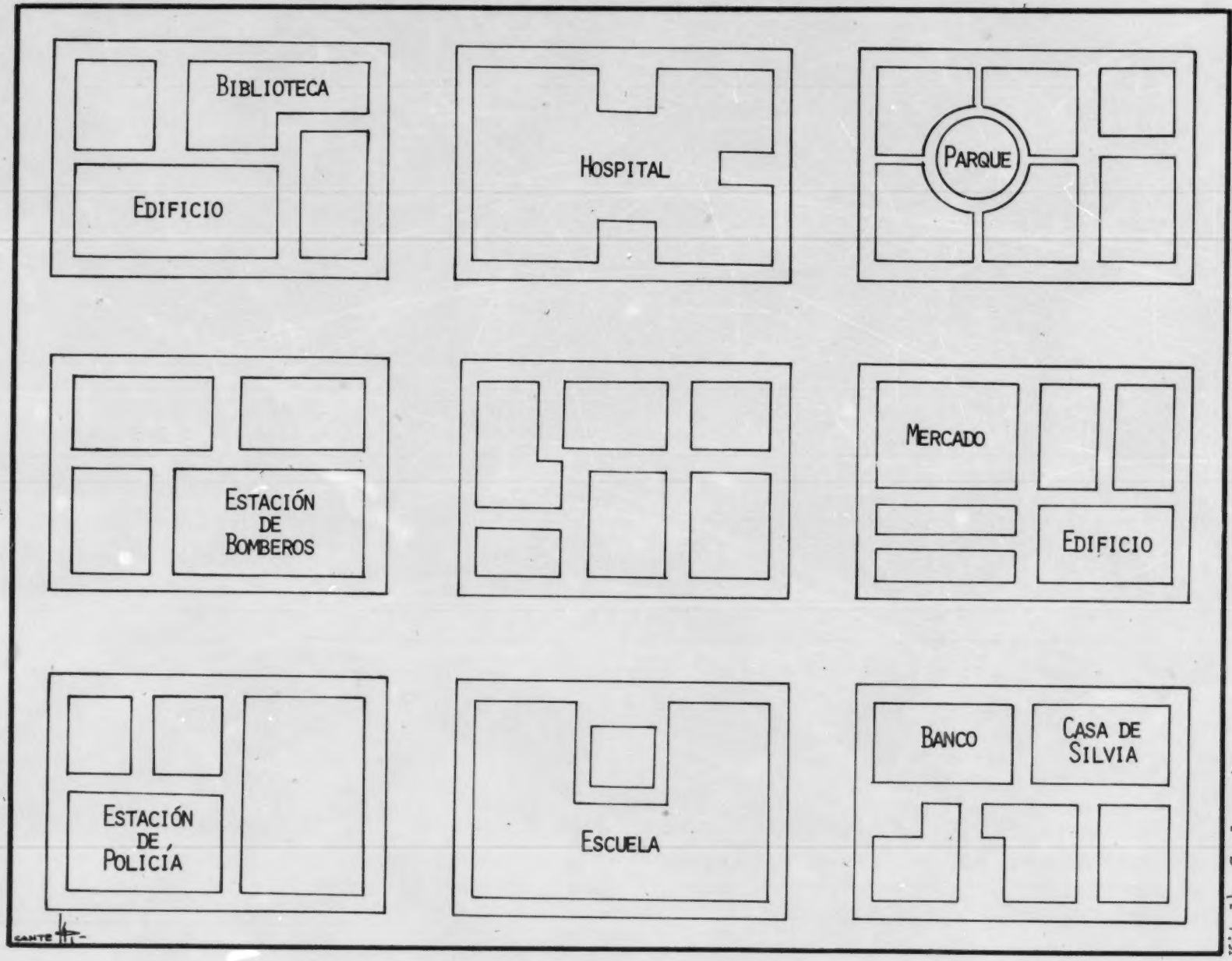
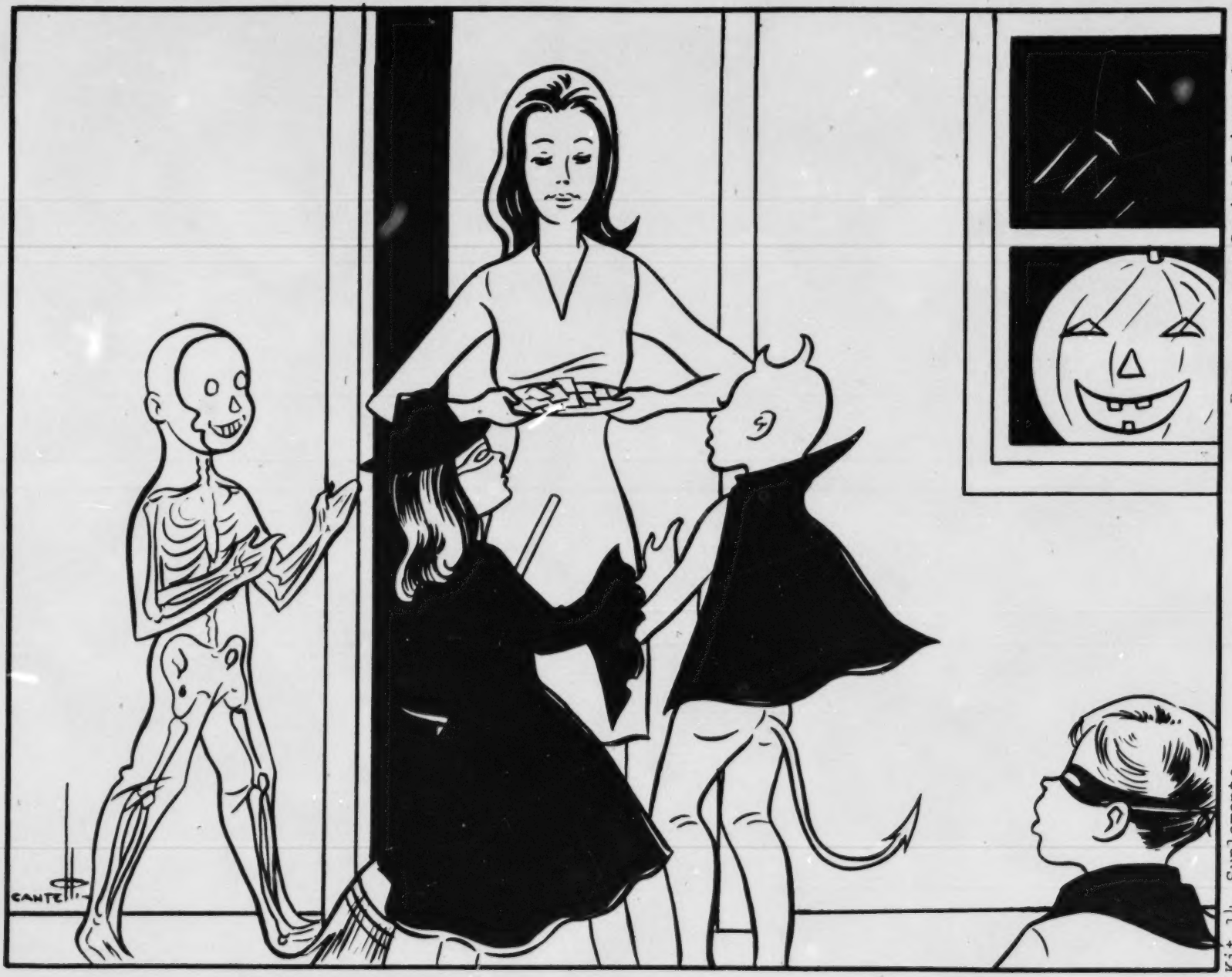
KIT 14

(Pages 18-29)

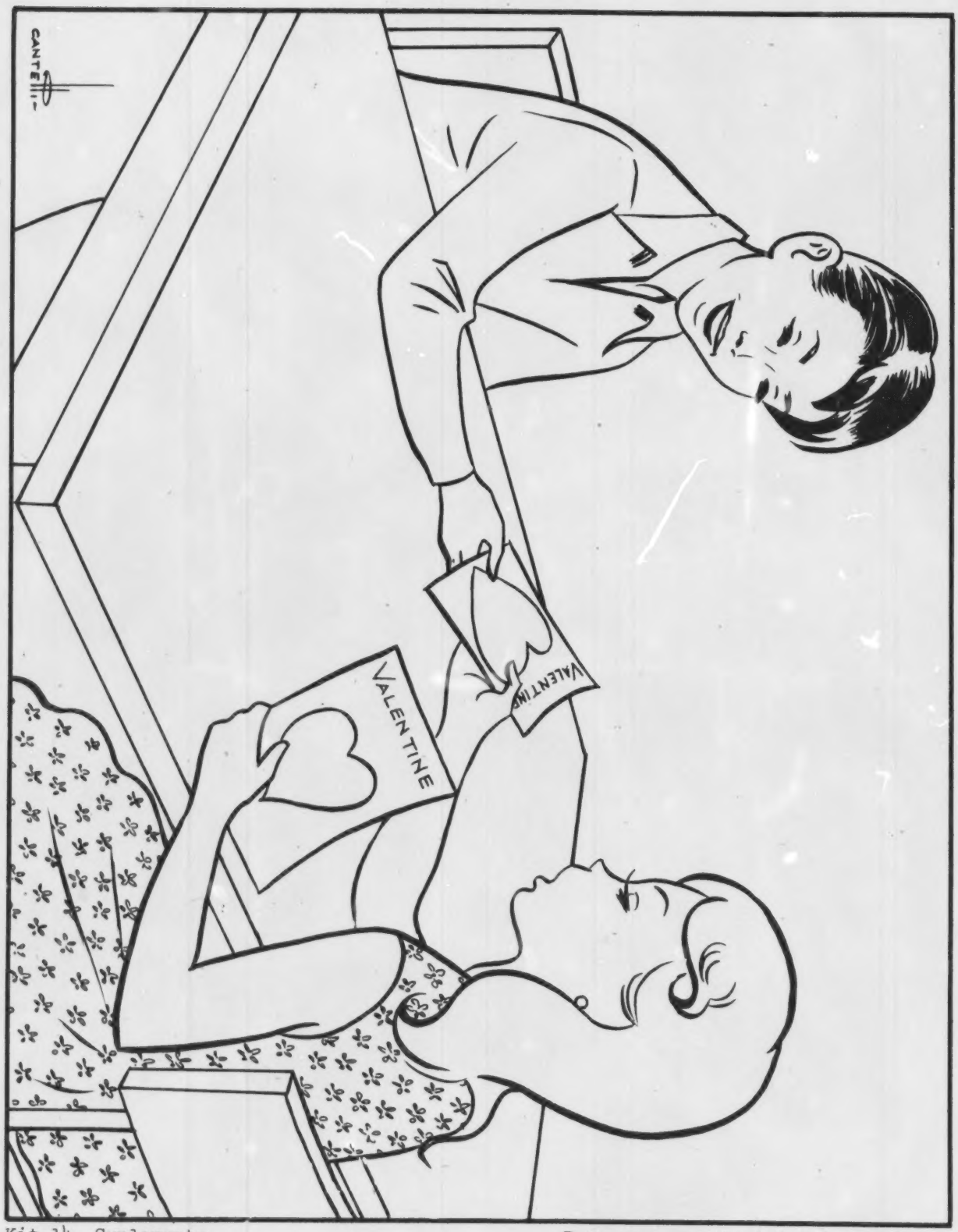


Para usar con Social Science Strand 19
Kit 14, Suplemento



50

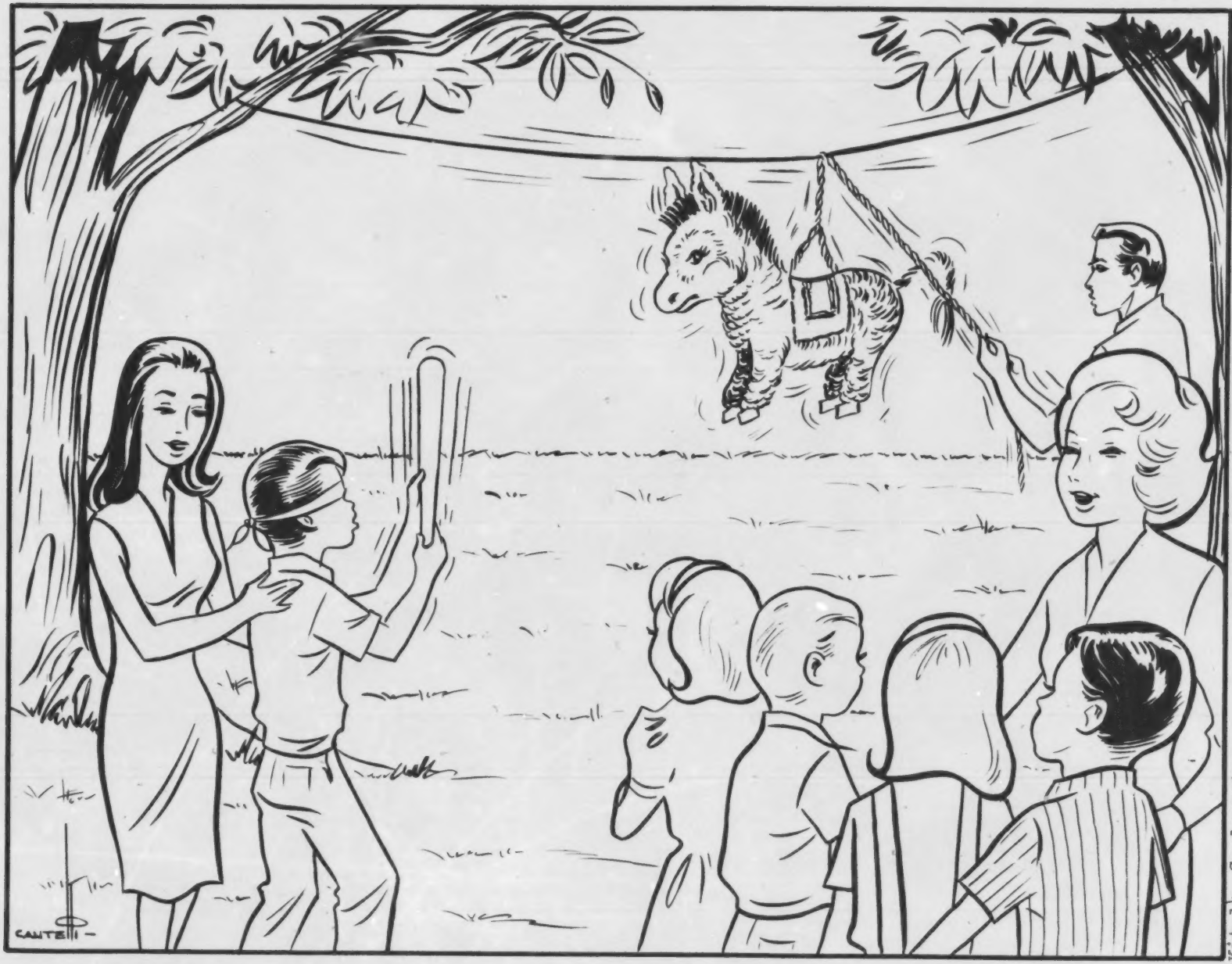
51



52

53

Kit 14, Suplemento
Para usar con Social Science Strand
22

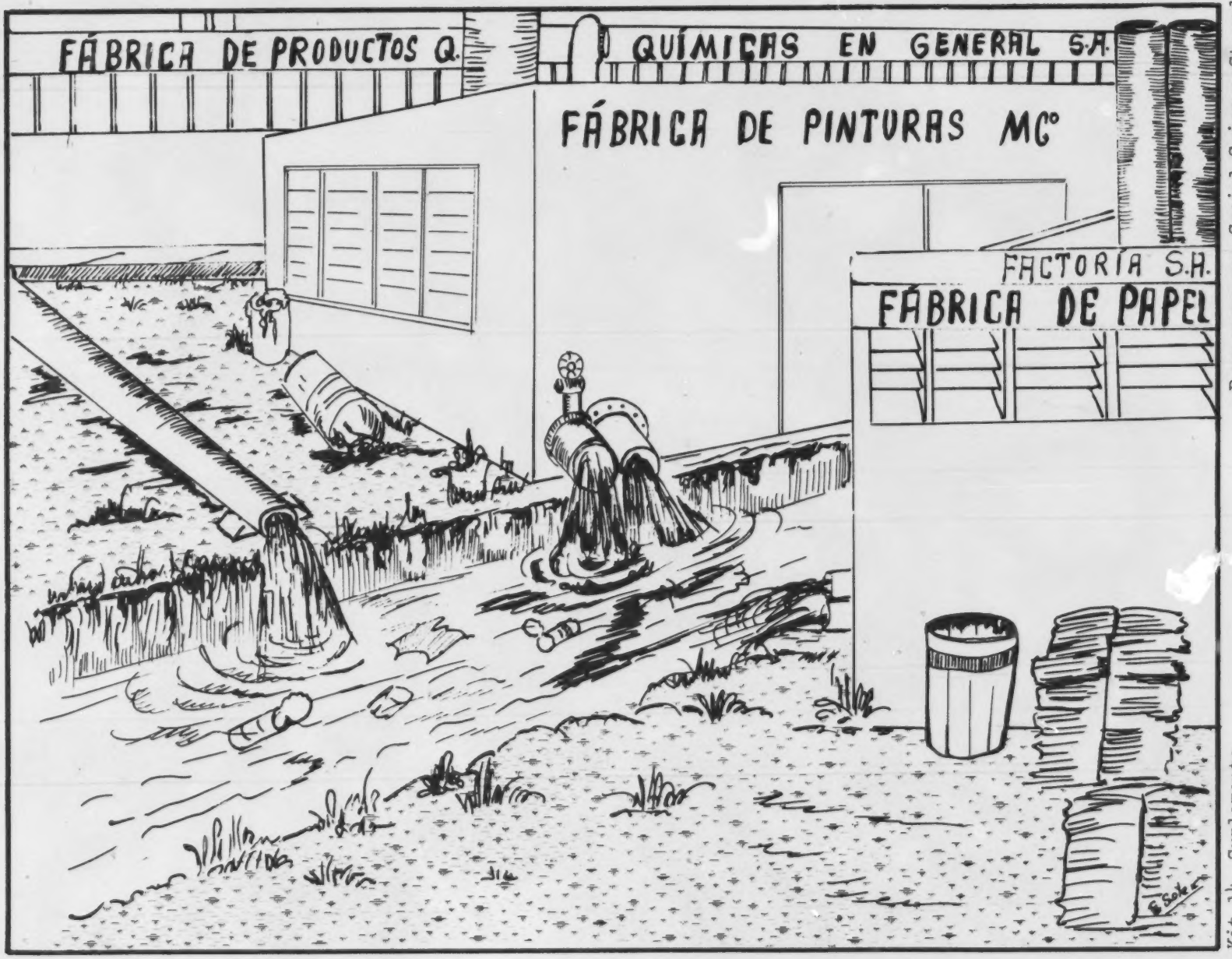


Para usar con Social Science Strand
Kit 14, Suplemento

Kit 14, Suplemento

Para usar con Social Science Strand

24



Kit 14, Suplemento
Para usar con Social Science Strand
25

Para usar con Social Science Strand

Kit 14, Suplemento

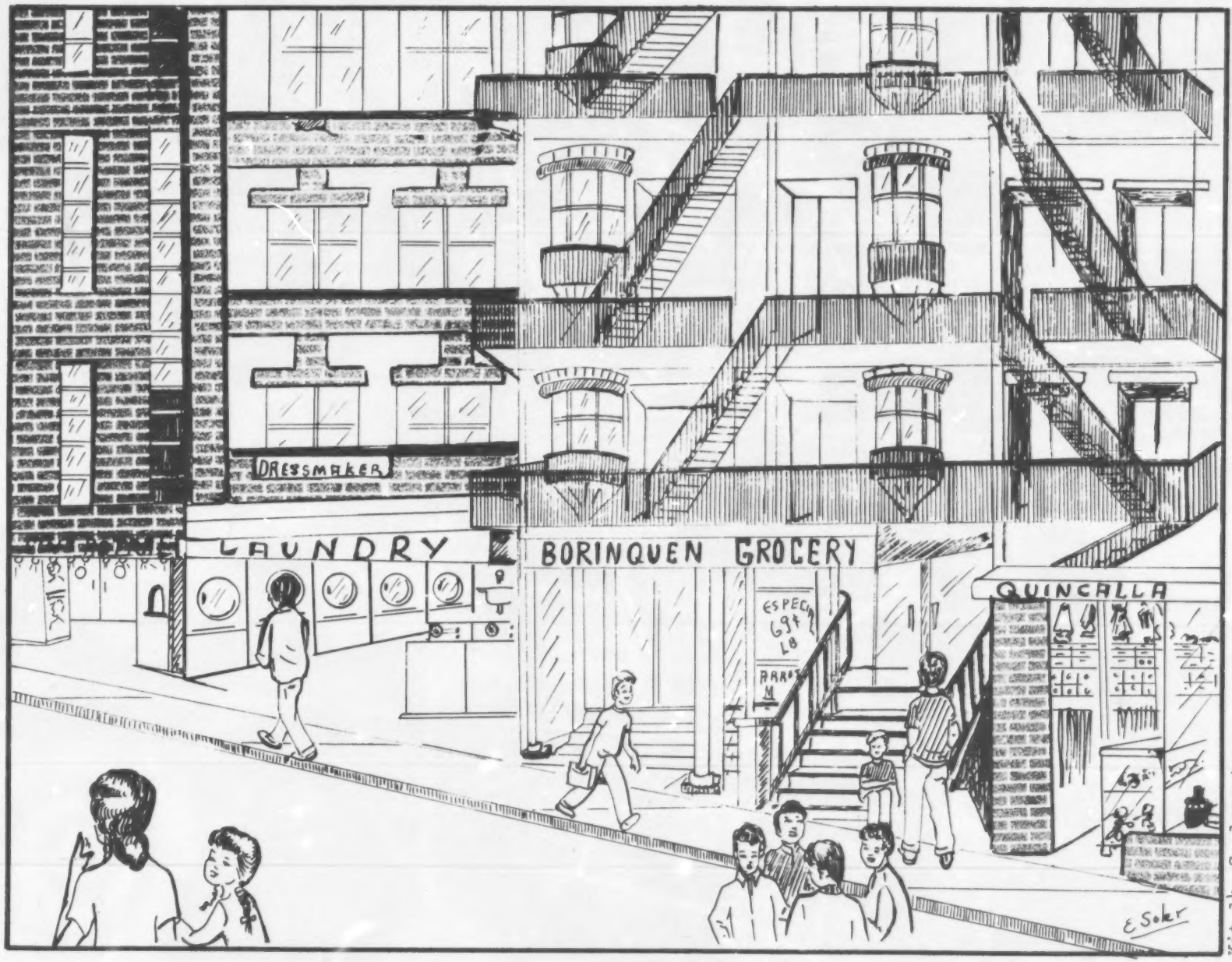
62

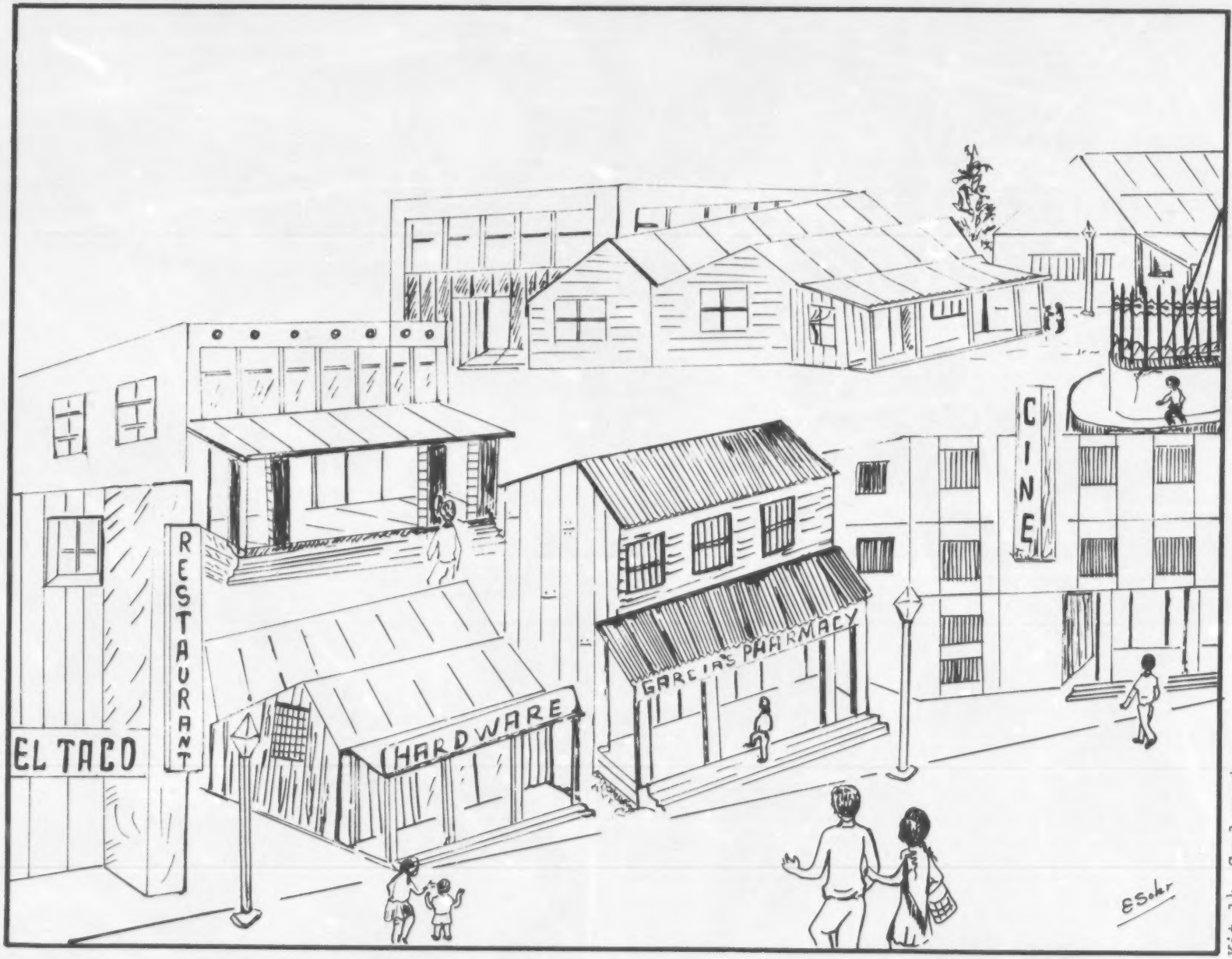
63

64

65

Para usar con Social Science Strand Kit 14, Suplemento


DRESSMAKER
LAUNDRY
BORINQUEN GROCERY
QUINCALLA
E Soler


EL TACO
RESTAURANT
HARDWARE
GARCIA'S PHARMACY
CINE
E Soler

KIT 15

(Pages 30-36)

M
C
E Soler

Kit 15, Suplemento
Para usar con Social Science Strand
32

75

76

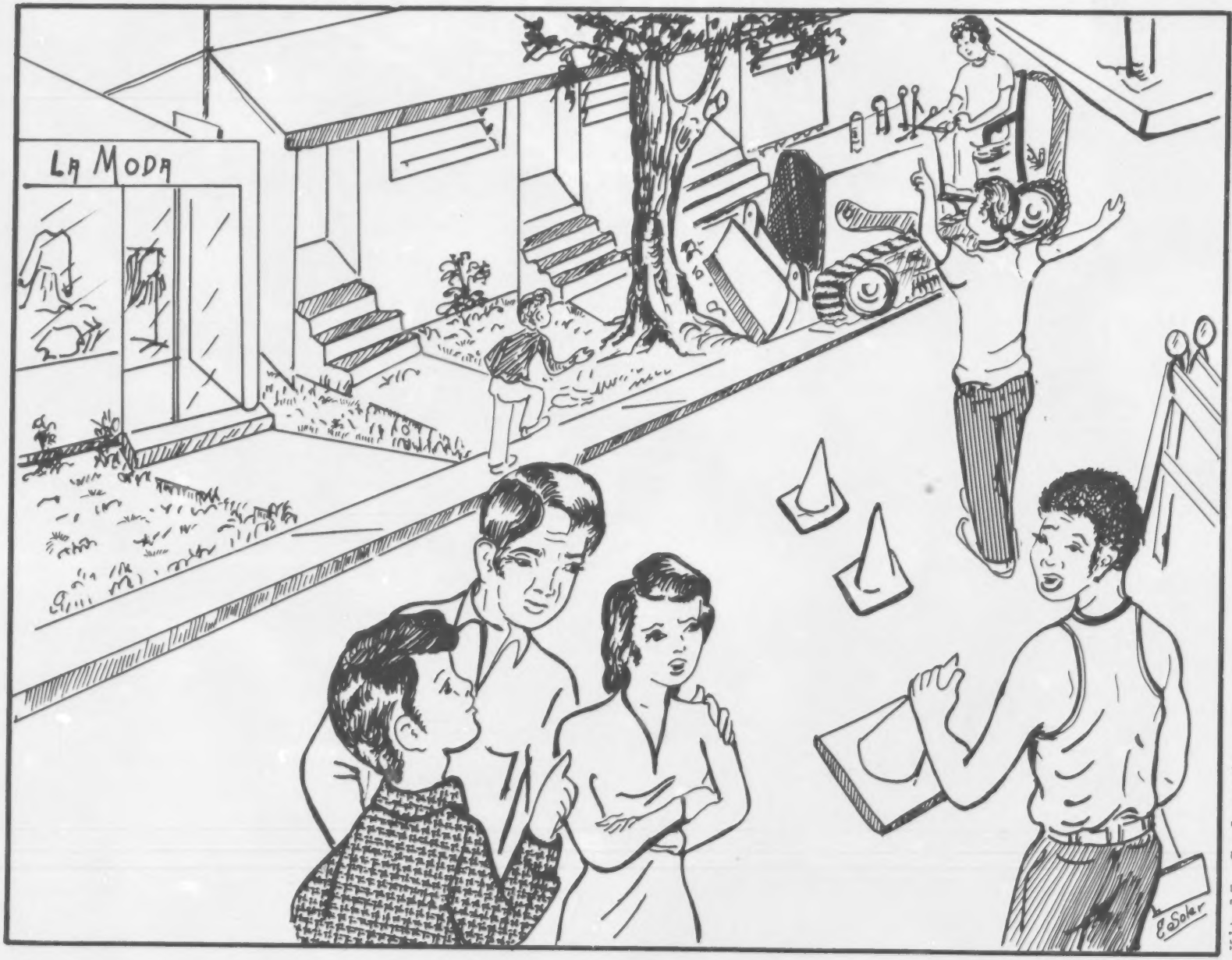
GARAJE EL SOL
FARMACIA ESTRELLA
HOTEL
Hotel DELICIAS
RESTAURANT
LAS PALMERAS
GRAN CINE
Hoy
CANTARES
Hoy CINE EL Hombre de la Montaña
E Soler

77

Kit 15, Suplemento

Para usar con Social Science Strand

35

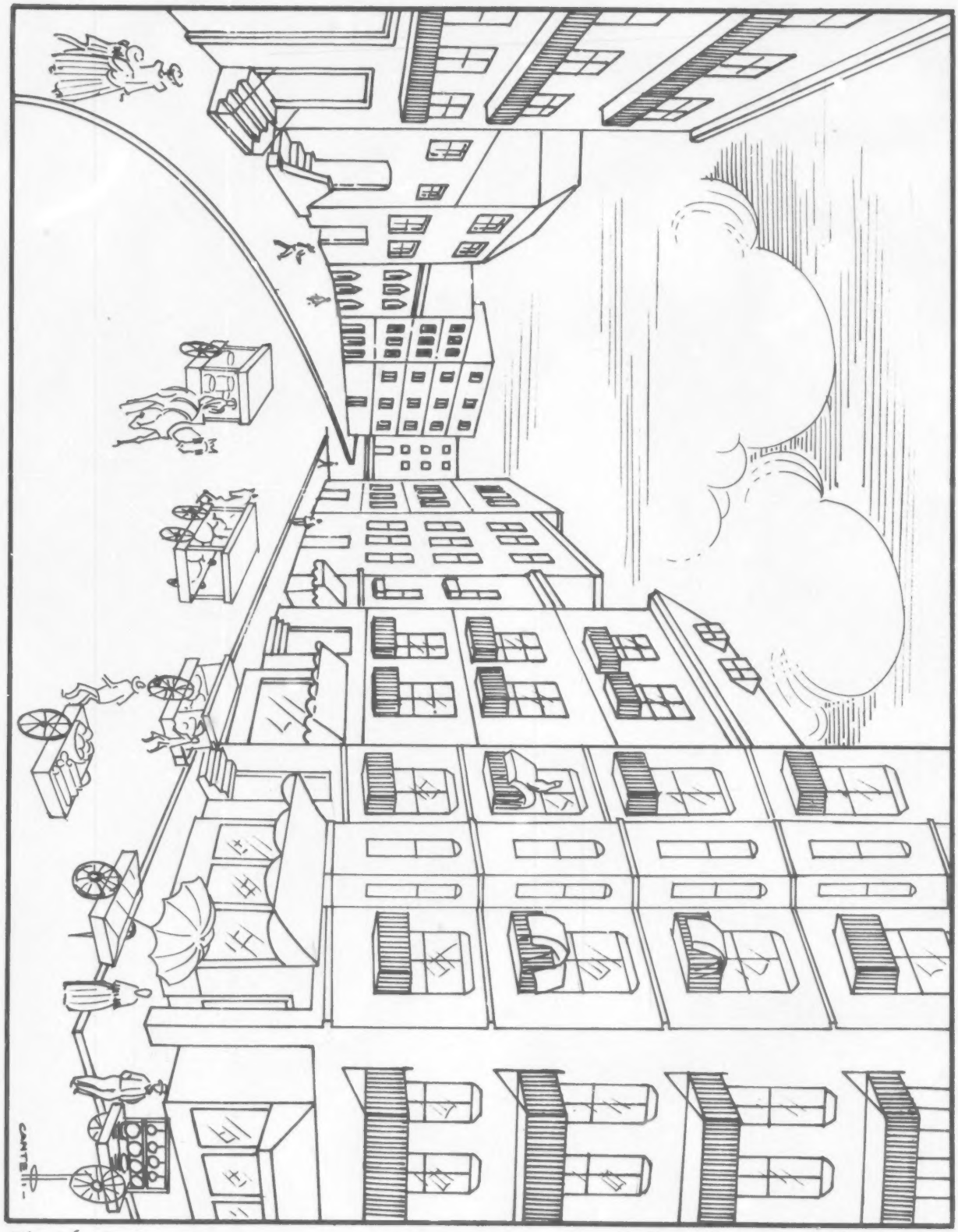

LA MODA

83

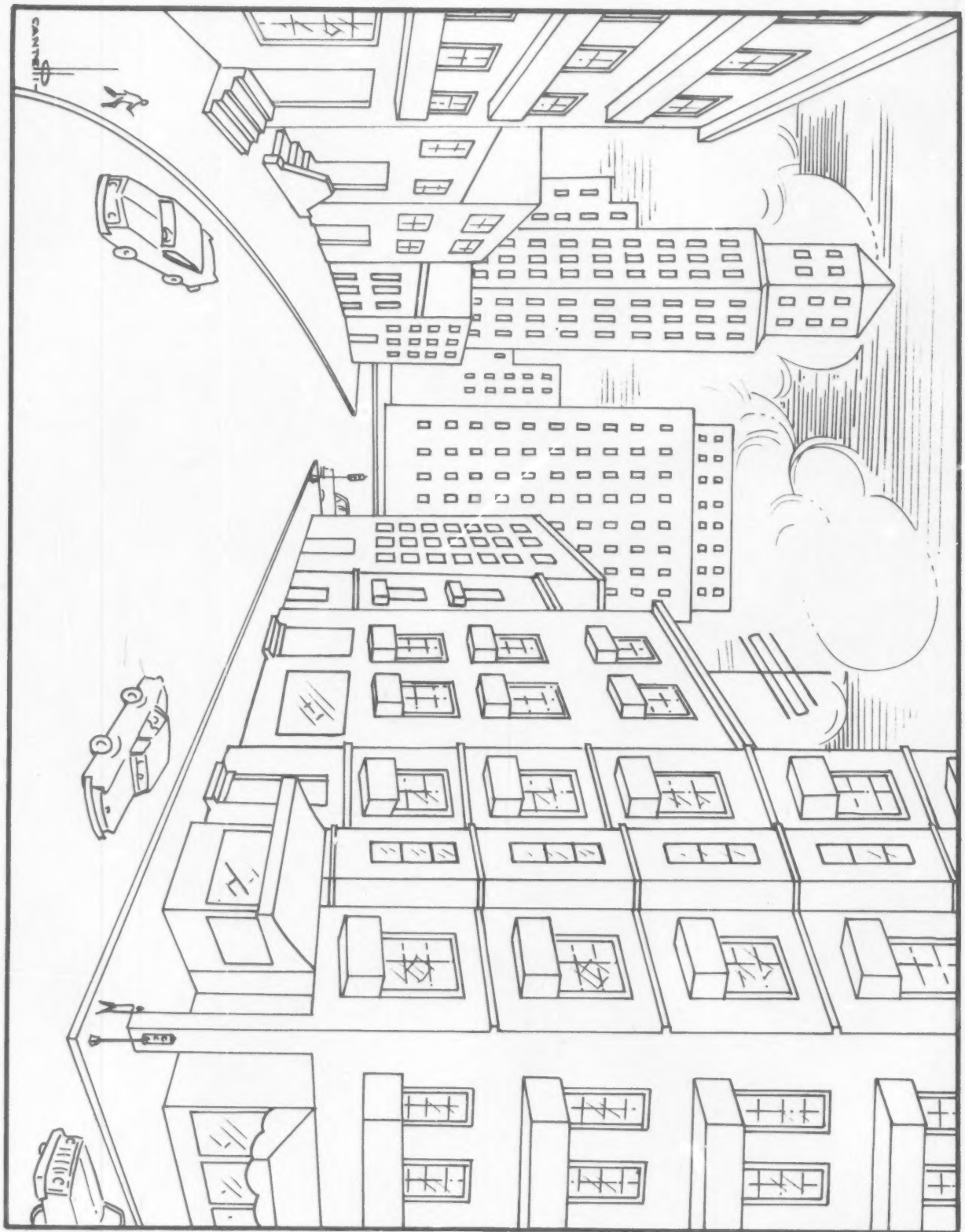
84

KIT 16

(Pages 38-48)



88



89

90

91

CÓRTESE AQUÍ A

PÉGUESE AQUÍ A

92

93

Kit 16, Suplemento

Para usar con Social Science Strand

CÓRTESE AQUÍ B

PÉGUESE AQUÍ B

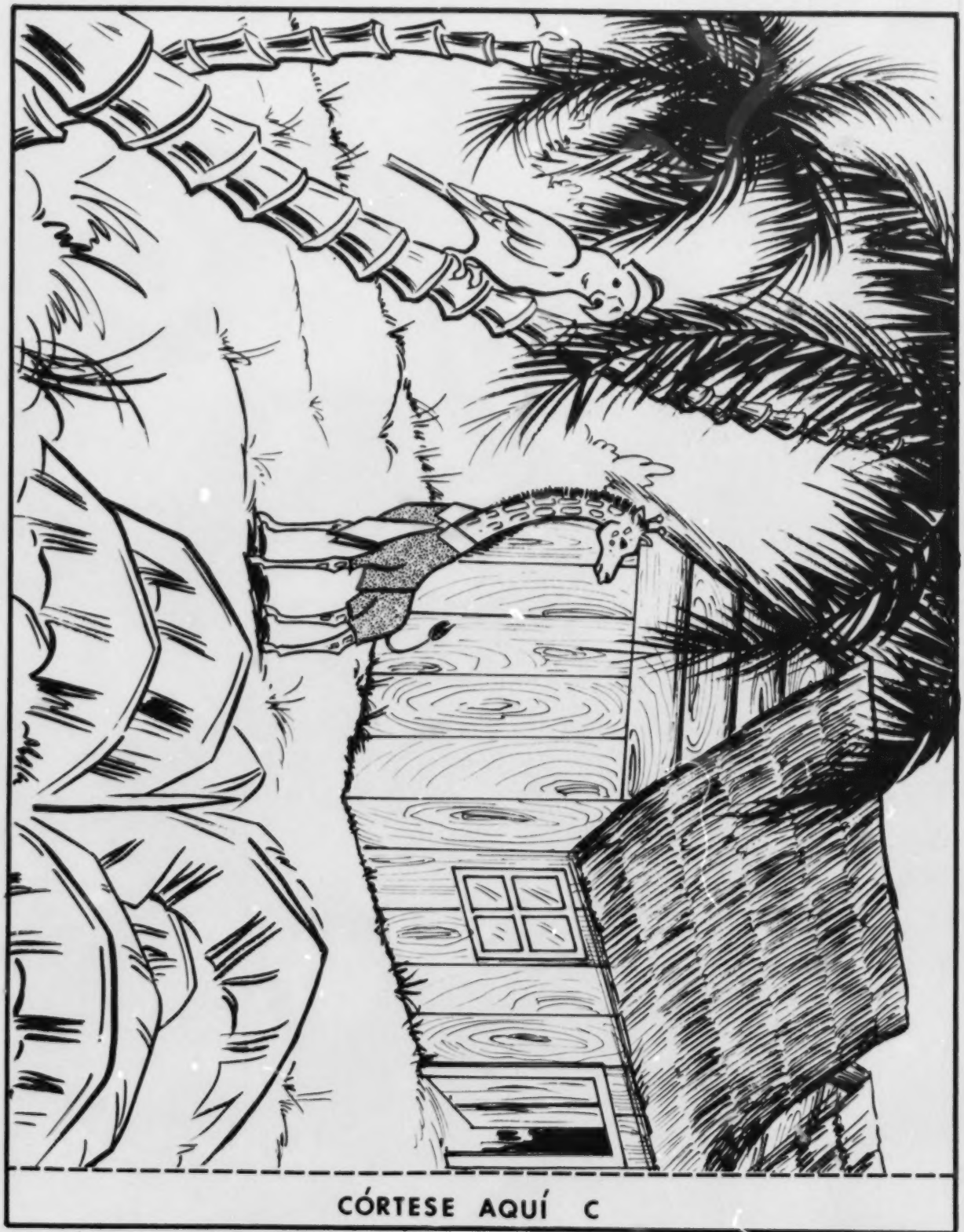
Kit 16, Suplemento

Para usar con Social Science Strand

44

96

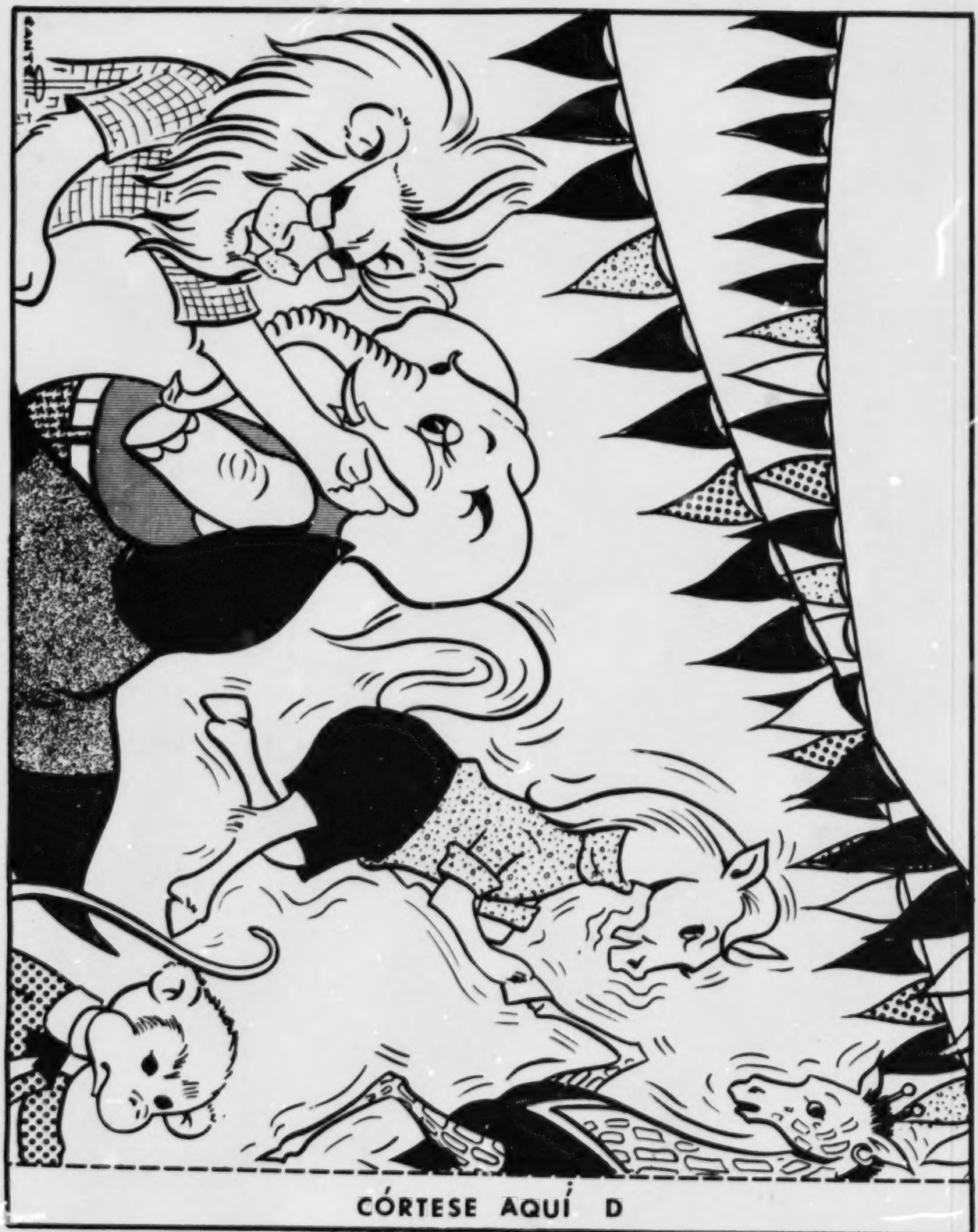
97



CÓRTESE AQUÍ C

PÉGUESE AQUÍ C
CANTE

102



103

CÓRTESE AQUÍ D

PÉGUESE AQUÍ D

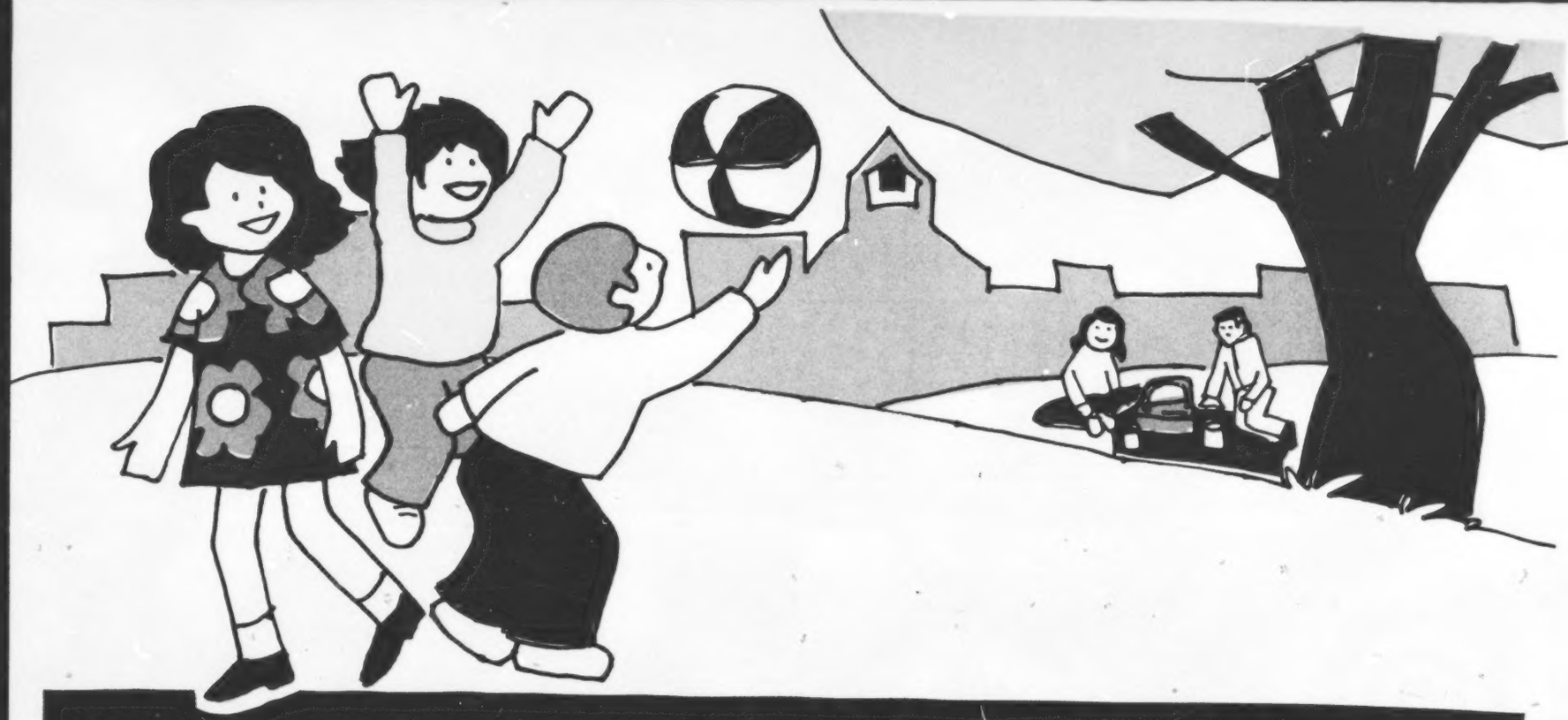
104

Kit 16, Suplemento

Para usar con Social Science Strand

48

105



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Unit 4 Kits 13-16

Social Science Strand

Ditto Packet

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CONTENIDO

Prefacio iii

Introducción v

Kit 13 1

Kit 14 6

Kit 15 9

Kit 16 13

CONTENTS

Preface iii

Introduction. v

Kit 13. 1

Kit 14. 6

Kit 15. 9

Kit 16. 13

INTRODUCCIÓN

Este Conjunto de dittos revisado contiene los modelos de las copias maestras de ditto para hacer reproducciones múltiples de los materiales visuales y de las hojas de tareas individuales correspondientes a las actividades de los distintos hilos de instrucción y de evaluación. Con cada copia maestra de ditto se incluye el original del cual fue hecha para que el maestro pueda hacer copias maestras adicionales si así lo desea.

En general, las hojas de trabajos individuales serán presentadas bajo la supervisión del maestro y no como trabajos independientes.

En algunos casos el maestro puede encontrar que el refuerzo que ofrecen las copias maestras ditto es insuficiente y puede preparar materiales adicionales. En otros casos, el maestro puede considerar que sus objetivos pueden alcanzarse con más eficacia en otras formas diferentes a las predeterminadas en las hojas de trabajos individuales.

Colaboraron en la confección de las ilustraciones las señoras Elpa Soler y Elva Sieg.

INTRODUCTION

This revised Ditto Packet contains ditto masters for making multiple copies of visuals and individual seatwork sheets for the different instructional strands and assessment activities. Accompanying each ditto master is the original from which it was made and from which the teacher may make additional ditto masters if he wishes.

By and large the worksheets for individual pupils are to be presented under supervision rather than presented as independent tasks.

In some cases, the teacher may find that the reinforcement provided through the ditto sheets here presented is insufficient and will wish to prepare additional practice materials. In other cases, the teacher may consider that his goals can be achieved most effectively in ways other than those implied by predetermined worksheets for each pupil.

Collaborating in the preparation of the illustrations were Elpa Soler and Elva Sieg.

Carmen Otero
Chairman, Kit Manufacture

KIT 13

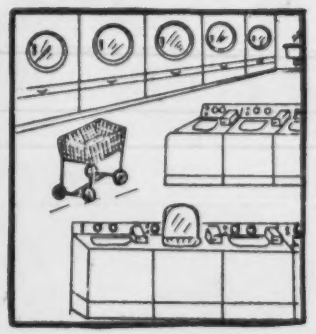
(Pages 1-5)

118

Nombre _____ Fecha _____

Para hacer negocio,
el restaurant necesita

Para poder alimentarse,
las personas necesitan



Para aprender, los niños
necesitan

Nombre _____ Fecha _____

Para hacer ejercios, los niños necesitan

Para curarse, el enfermo necesita

Para vestirse, las personas necesitan

Nombre _____ Fecha _____

1-¿Cómo se sintió La Sardinita Curiosa cuando se vio perdida?

2-¿Cómo se sintió La Sardinita Curiosa cuando la estrella de mar le indicó como llegar a su cuevita?

Nombre _____ Fecha _____

3- ¿Cómo se sintió La Sardinita Curiosa, cuando vio pasar al grupo de sardinas grandes que nadaban juntas?

4-¿Cómo se sintió La Sardinita Curiosa cuando se despertó en su camita?

KIT 14

(Pages 6-8)

Nombre _____ Fecha _____

En casi todos los vecindarios hay _____.

tiendas, montañas

En casi todos los vecindarios hay _____.

museos, calles

En casi todos los vecindarios hay _____.

fábricas, escuelas

En casi todos los vecindarios hay _____.

panaderías, oficina de correos

En casi todos los vecindarios hay _____.

casas, trenes

Para usar con Social Science Strand 7
Kit 14. Conjunto de dittos

Nombre _____ Fecha _____

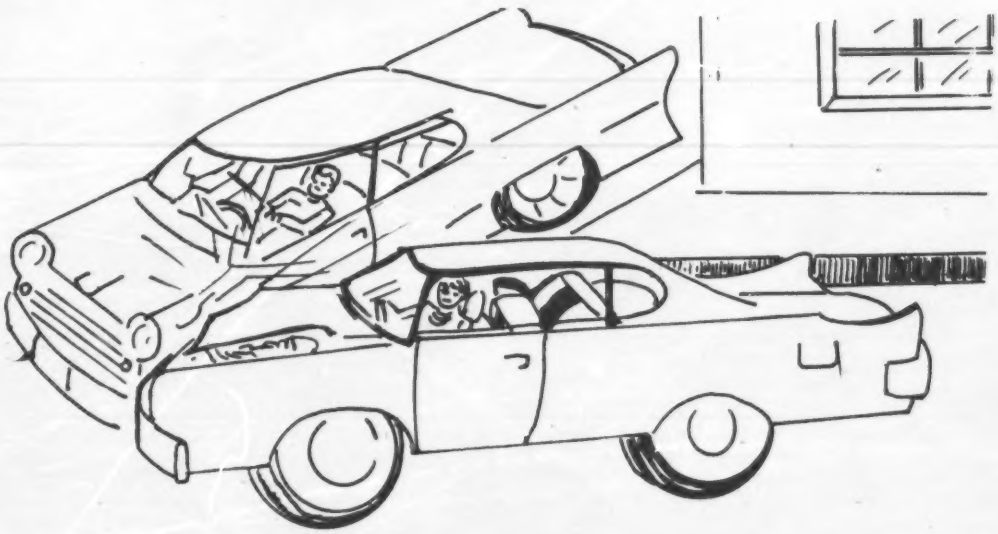
	Hace sentirse bien	Hace sentirse mal
Vivir cerca de un río sucio.	☐	☐
Comer en un parque bonito.	☐	☐
Ver animales muertos flotando en el río.	☐	☐
Oír música y pasear por el río.	☐	☐
Ver el agua clara y limpia.	☐	☐
Sembrar árboles para embellecer el parque.	☐	☐

Kit 14, Conjunto de dittos Para usar con Social Science Strand 8

KIT 15

(Pages 9-12)

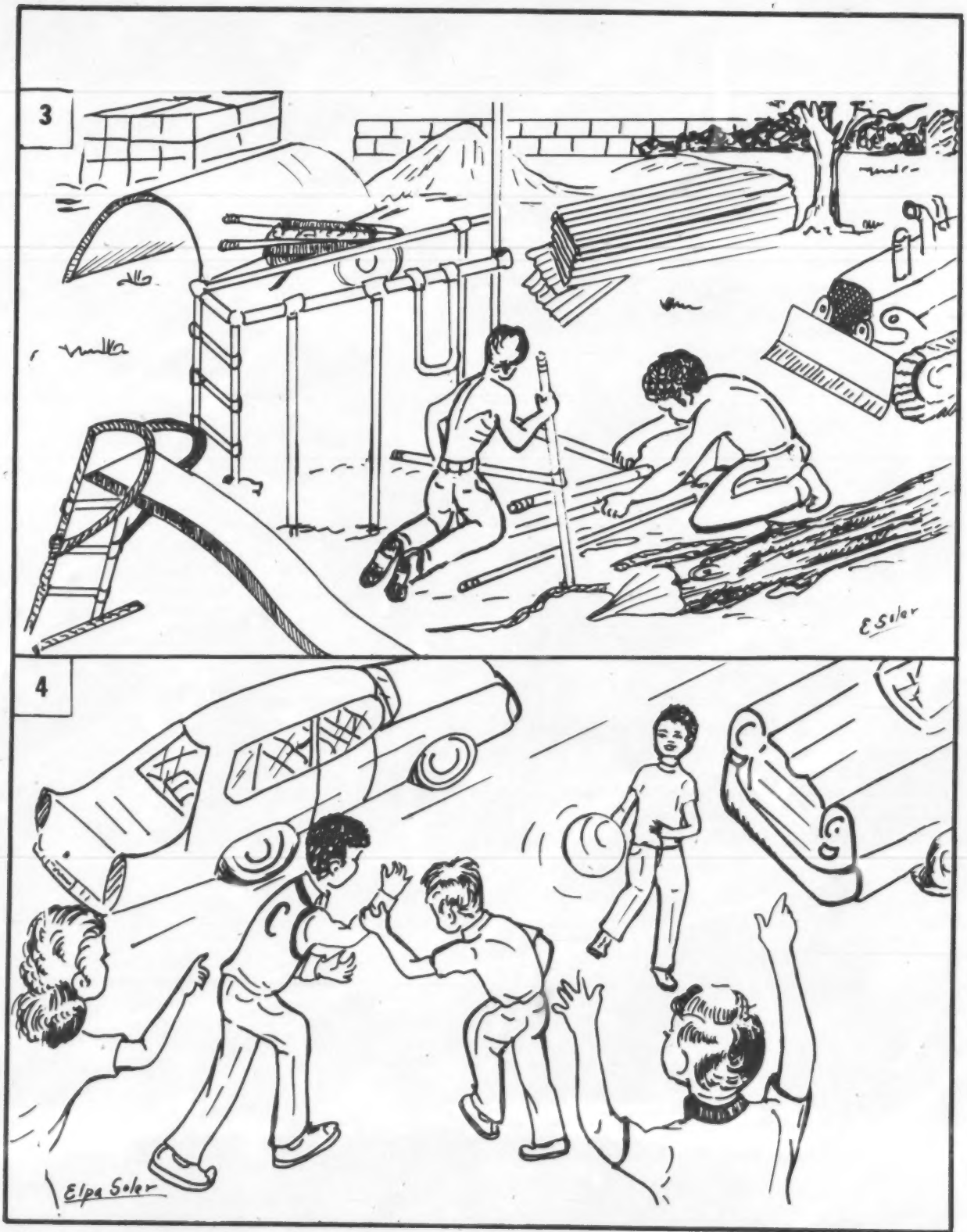
1



Elpa Sohr

2

E Sola


3
E Soler
4
Elpa Soler

Nombre _____ Fecha _____

☐ La escuela

☐ Un vecino

☐ La corte

☐ Sociedad de ecología

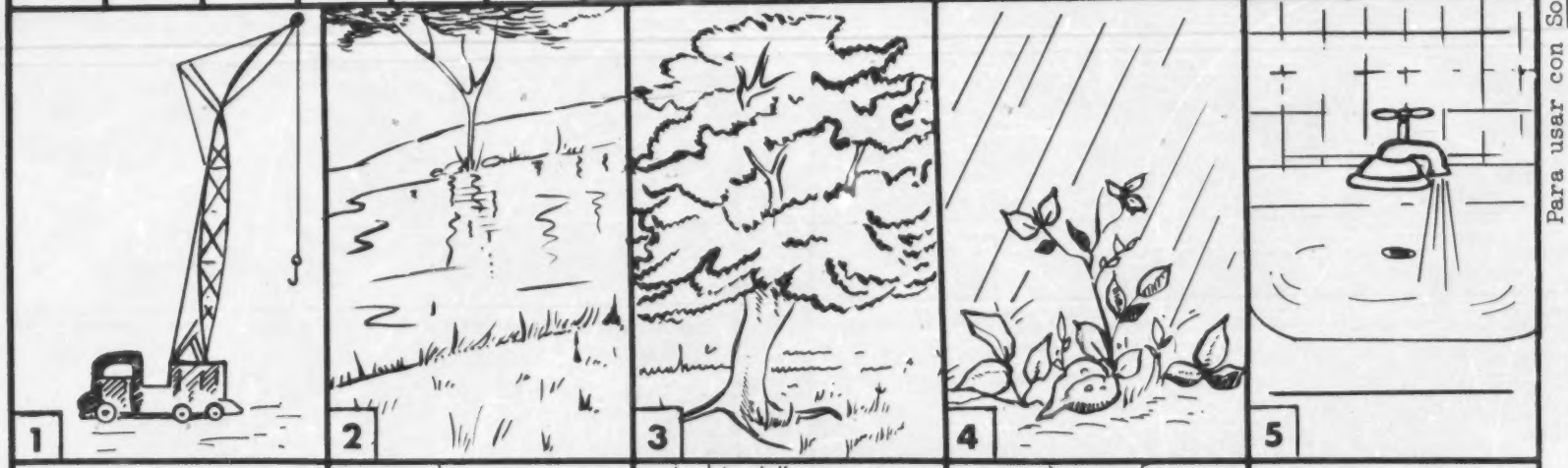
☐ Asociación de vecinos

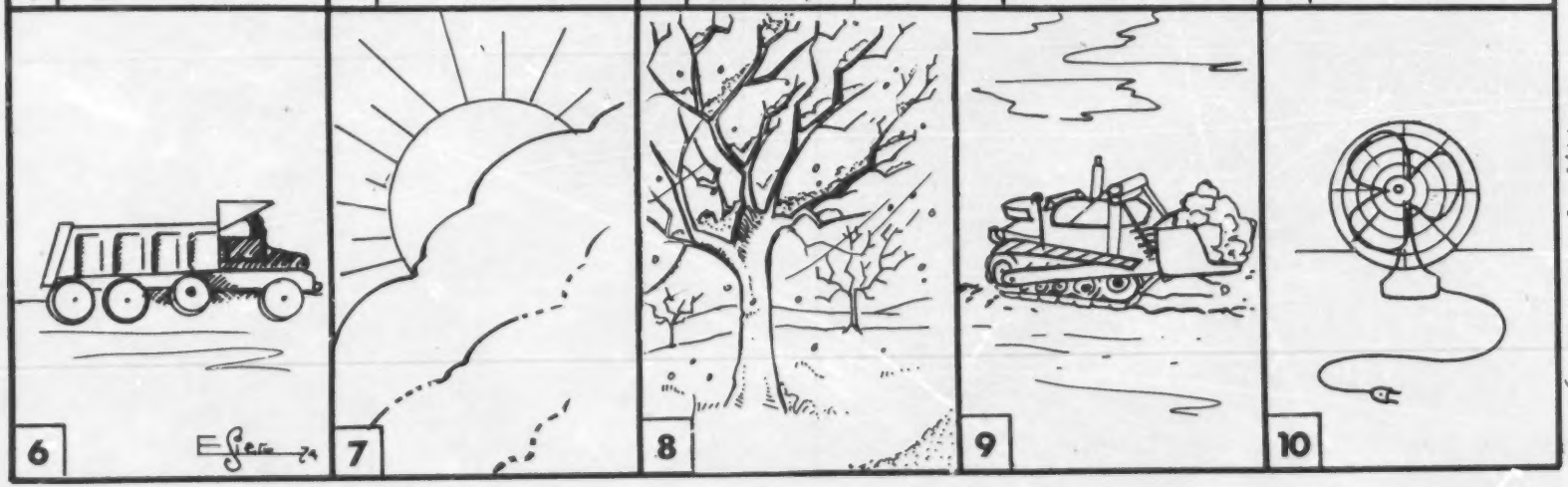
KIT 16

(Pages 13-15)

Nombre _____ Fecha _____

MÁQUINAS O INSTRUMENTOS								ELEMENTOS DE LA NATURALEZA							
1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8





Para usar con Social Science Strand
13
Kit 16, Conjunto de dittos

Nombre _____

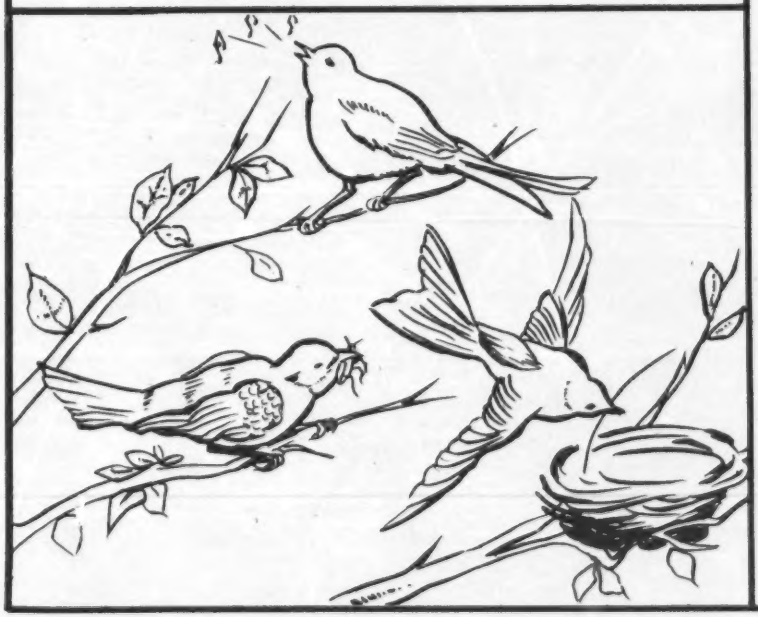
COMUNIDAD DE PAJARITOS

HABLAN EL IDIOMA DE LAS AVES.

COMEN SEMILLAS, FRUTAS E INSECTOS PEQUEÑOS.

VUELAN, CANTAN Y JUEGAN.

HACEN SUS NIDOS.



Fecha _____

COMUNIDAD DE ARDILLITAS

HABLAN EL IDIOMA DE LAS ARDILLAS.

COMEN SEMILLAS, NUECES Y OTRAS FRUTAS.

SALTAN, CORREN Y JUEGAN.

VIVEN EN LOS HUECOS DE LOS ÁRBOLES.

Para usar con Social Science Strand
Kit 16, Conjunto de dittos

ALGUNAS ARDILLITAS Y ALGUNOS PAJARITOS QUIEREN VISITAR A SUS VECINOS Y HACERSE AMIGOS.

¿QUÉ TIENEN QUE HACER TODOS PARA LLEGAR A SER BUENOS AMIGOS?

1. APRENDER SUS JUEGOS.
2. PROBAR LAS COMIDAS DE SUS VECINOS.
3. LOS PÁJARITOS PICAR A LAS ARDILLITAS.
4. JUGAR EN LOS MISMOS ÁRBOLES.
5. LAS ARDILLITAS ROMPER LOS NIDOS DE LOS PAJARITOS.
6. ENTENDER LAS FORMAS DE HABLAR DE LOS VECINOS.
7. LAS ARDILLITAS QUITARLE LA COMIDA A LOS PAJARITOS.
8. LAS ARDILLITAS LLEVARLES NUECES A LOS PAJARITOS.
9. LOS PAJARITOS CANTAR PARA QUE LAS ARDILLITAS BAILEN.
10. AYUDARSE UNOS A OTROS.